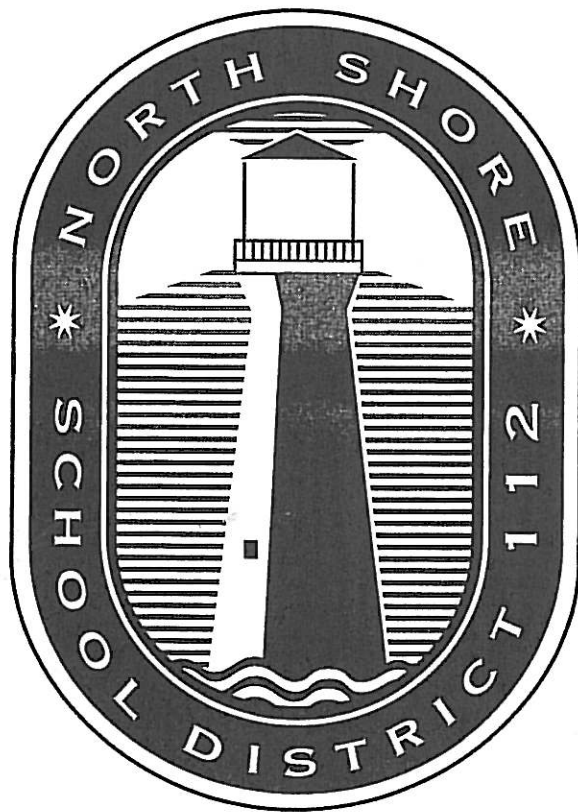


North Shore School District 112



Teacher Evaluation Plan

2004-05
Revised

North Shore School District 112
Highland Park, Illinois

Teacher Evaluation Plan

Overview and Background Information

The District 112 Teacher Evaluation Plan requires that all non-tenured teachers be evaluated every year, and all tenured teachers evaluated every other year. Evaluators are required to hold a pre-conference with the teacher to start the process. The number of required observations depends on the teacher's tenure status and number of years in the district. Non-tenured teachers in their first and second years must be observed four times; in their third and fourth year the required number goes to two. Tenured teachers and part-time non-tenured teachers in their fifth year and beyond must be observed once. Feedback is provided informally after each observation. The plan also requires two progress reports for non-tenured teachers and notice to any tenured teacher before a significant concern is documented in the written evaluation.

A final conference is held between teacher and evaluator before the written instrument is completed. Once that document is finalized it is signed by both teacher and evaluator. One copy goes to the teacher, another to the principal and a third copy is sent to the Personnel Office for review and filing in the teacher's personnel file. Teachers have the right to view the contents of their personnel files as per contract.

The district's standards and expectations for its teachers are clearly delineated in its teacher job description, which was developed by an earlier evaluation committee. The written instrument consists of four narrative sections which correspond to the four domains of the job description: instructional effectiveness, organization/classroom management, professional demeanor and personal traits. The descriptors from the teacher job description are listed in each of the four domain areas of the evaluation instrument itself.

In 2004 the District 112 Evaluation Committee met to revise the teacher evaluation plan. The committee included teachers Judy Hitchmough, Cheryl Levi, Joanne Dimitriou, Jill Hancock, Ty Belmont, Mindy Kirsch, Linda Viska and Mary Keller and administrators Kathy Ellis, Nita Goodman, Michael Lubelfeld, Carolyn Hendricks, Steve Hamlin, Jennifer Ferrari and Laurie Macintyre. Based on teacher and principal input, the committee recommended the addition of the ratings very good and needs improvement to the existing ratings of excellent, satisfactory or unsatisfactory and wrote new descriptions of each rating. Using Charlotte Danielson's book Enhancing Professional Practice: A Framework for Teaching, the committee also developed a framework of teaching behaviors, added a reflection component and enhanced the goal setting process.

As a result of this revised process, the evaluator now describes the teacher's performance in each of the four domains, writes a summary statement and then rates the teacher as excellent, very good, satisfactory, needs improvement or unsatisfactory. An unsatisfactory rating of a tenured teacher would generate a formal remediation plan as per 105ILCS 5/24A-5.



TEACHER EVALUATION PLAN

I. Professional Growth and Evaluation Cycle

A. Tenured Teachers (Normally evaluated every other year)

1. Pre-observation conference(s) at or before which time teacher and principal, utilizing the performance framework as a tool for the teacher's self reflection, will develop goals for the teacher's professional growth. At least one goal must be specifically related to the performance framework, and at least one goal must be related to the district's designated target area. Additional goals may be developed.
2. One or more recorded observations of teacher's primary professional activities within a mutually agreed upon time frame (teacher notified three working days prior to initial formal observation) These observations should be followed by informal feedback in a timely manner.
3. If serious problems are noted, corrective strategies will be developed by principal and teacher within ten working days of the observation
4. Final conference within ten working days of last observation, at which time the performance framework will be utilized as a tool for checking the teacher's progress
5. Evaluation Report reflecting total performance written within ten working days of final conference
6. Teacher prepares list of teacher's professional activities to be included in Professional Growth Record and submits to principal at final conference.
7. Evaluation Report completed and given to teacher by May 15
8. Teacher & principal sign Professional Growth Record and Evaluation Report within ten calendar days.

9. Professional Growth Record and Evaluation Report sent to Personnel office by May 25
10. When there is evidence of a serious incident of non-compliance with one or more of the four major areas of the teacher job description, the teacher and assigned evaluator will meet to discuss the problem as soon as is reasonably possible. A meeting will be held whether the concern arose as the result of a classroom observation or activity outside the classroom. The substance of the meeting will be documented in writing. This is to provide the teacher with the opportunity to improve or correct the deficiency, where appropriate. Any serious incidents of non-compliance will be discussed with the teacher before they are included in the evaluation.
11. Tenured teachers are normally evaluated every other year. However, the district may choose to evaluate a tenured teacher for two successive years. An overall rating of "Needs Improvement" in any year shall require a second consecutive evaluation. However, following two years of successive evaluation, the district shall only have the right to evaluate a tenured teacher for a third successive year upon reasonable cause.

B. Non-Tenured Teachers, First and Second Year (Evaluated every year)

1. Pre-observation conference(s) before October 15, at or before which time teacher and principal, utilizing the performance framework as a tool for the teacher's self reflection, will develop goals for the teacher's professional growth. At least one goal must be specifically related to the performance framework, and at least one goal must be related to the district's designated target area. Additional goals may be developed.
2. **Four** or more recorded observations of teacher's primary professional activities within a mutually agreed upon time frame (teacher notified three working days prior to initial formal observation) These observations should be followed by immediate feedback.
3. If serious problems are noted, corrective strategies will be developed by principal and teacher within ten working days of the observation
4. Each teacher shall be given two verbal progress reports. The first report will be held no later than December 1; the second report will

be held no later than January 30. If the principal believes there are reasons that the teacher may not be recommended for rehire, the evaluator will note those reasons in writing and establish goals for improvement, where appropriate.

5. Final conference within ten working days of last observation, at which time the performance framework will be utilized as a tool for checking the teacher's progress
6. Evaluation Report reflecting total performance written within ten working days of final conference
7. Teacher prepares list of teacher's professional activities to be included in Professional Growth Record and submits to principal at final conference.
8. Evaluation Report completed and given to teacher by February 15.
9. Teacher & principal sign Professional Growth Record and Evaluation Report within ten calendar days.
10. Professional Growth Record and Evaluation Report sent to Personnel office by February 25.
11. Non-tenured teachers are evaluated every year.

C. Non-Tenured Teachers, Third and Fourth Year (Evaluated every year)

1. Pre-observation conference(s) before October 15, at or before which time teacher and principal, utilizing the performance framework as a tool for the teacher's self reflection, will develop goals for the teacher's professional growth. At least one goal must be specifically related to the performance framework, and at least one goal must be related to the district's designated target area. Additional goals may be developed.
2. Two or more recorded observations of teacher's primary professional activities within a mutually agreed upon time frame (teacher notified three working days prior to initial formal observation) These observations should be followed by immediate feedback.

3. If serious problems are noted, corrective strategies will be developed by principal and teacher within ten working days of the observation
4. Each teacher shall be given two verbal progress reports. The first report will be held no later than December 1; the second report will be held no later than January 30. If the principal believes there are reasons that the teacher may not be recommended for rehire, the evaluator will note those reasons in writing and establish goals for improvement, where appropriate.
5. Final conference within ten working days of last observation, at which time the performance framework will be utilized as a tool for checking the teacher's progress
6. Evaluation Report reflecting total performance written within ten working days of final conference
7. Teacher prepares list of teacher's professional activities to be included in Professional Growth Record and submits to principal at final conference.
8. Evaluation Report completed and given to teacher by February 15.
9. Teacher & principal sign Professional Growth Record and Evaluation Report within ten calendar days.
10. Professional Growth Record and Evaluation Report sent to Personnel office by February 25
11. Non-tenured teachers are evaluated every year.

D. Part-Time Non-Tenured Teachers (Evaluated every year)

1. Pre-observation conference(s) before October 15, at or before which time teacher and principal, utilizing the performance framework as a tool for the teacher's self reflection, will develop goals for the teacher's professional growth. At least one goal must be specifically related to the performance framework, and at least one goal must be related to the district's designated target area. Additional goals may be developed.

2. Recorded observations of teacher's primary professional activities within a mutually agreed upon time frame, the number of which will be determined according to the following schedule:

Years I and II	Four or more
Years III and IV	Two or more
Years V and thereafter	One or more

Teacher notified three working days prior to initial formal observation) These observations should be followed by immediate feedback.
3. If serious problems are noted, corrective strategies will be developed by principal and teacher within ten working days of the observation
4. Each teacher shall be given two verbal progress reports. The first report will be held no later than December 1; the second report will be held no later than January 30. If the principal believes there are reasons that the teacher may not be recommended for rehire, the evaluator will note those reasons in writing and establish goals for improvement, where appropriate.
5. Final conference within ten working days of last observation, at which time the performance framework will be utilized as a tool for checking the teacher's progress
6. Evaluation Report reflecting total performance written within ten working days of final conference
7. Teacher prepares list of teacher's professional activities to be included in Professional Growth Record and submits to principal at final conference.
8. Evaluation Report completed and given to teacher by February 15. Teacher & principal sign Professional Growth Record and Evaluation Report within ten calendar days.
9. Professional Growth Record and Evaluation Report sent to Personnel office by February 25
10. Part-time non-tenured teachers are evaluated every year.

E. Non-Tenured Teachers Hired After November 1 (Evaluated every year)

1. Pre-observation conference(s) before October 15, at or before which time teacher and principal, utilizing the performance framework as a tool for the teacher's self reflection, will develop goals for the teacher's professional growth. At least one goal must be specifically related to the performance framework, and at least one goal must be related to the district's designated target area. Additional goals may be developed.
2. Two or more recorded observations of teacher's primary professional activities within a mutually agreed upon time frame (teacher notified three working days prior to initial formal observation) These observations should be followed by immediate feedback.
3. If serious problems are noted, corrective strategies will be developed by principal and teacher within ten working days of the observation
4. Each teacher shall be given two verbal progress reports. If the principal believes there are reasons that the teacher may not be recommended for rehire, the evaluator will note those reasons in writing and establish goals for improvement, where appropriate.
5. Final conference within ten working days of last observation, at which time the performance framework will be utilized as a tool for checking the teacher's progress
6. Evaluation Report reflecting total performance written within ten working days of final conference
7. Teacher prepares list of teacher's professional activities to be included in Professional Growth Record and submits to principal at final conference.
8. Evaluation Report completed and given to teacher by April 15.
9. Teacher & principal sign Professional Growth Record and Evaluation Report within ten calendar days.

10. Professional Growth Record and Evaluation Report sent to Personnel office by April 25
11. Non-tenured teachers are evaluated every year.

II. Response To The Evaluation

- A. A teacher who wishes to attach a response to the evaluation must do so within thirty working days. The response should be sent to Laurie Macintyre for attachment to the evaluation.



Summary of Evaluation Requirements

Status	Minimum # Observations	Date Report Due to <u>Teacher</u>	Date Report Due to <u>Personnel</u>
Tenured Teacher <i>(Evaluated every other year)</i>	One	May 15	May 25
Non-Tenured Teacher, Yr. I Full or Part-Time <i>(Evaluated every year)</i>	Four	February 15	February 25
Non-Tenured Teacher, Yr. II Full or Part-Time <i>(Evaluated every year)</i>	Four	February 15	February 25
Non-Tenured Teacher, Yr. III Full or Part-Time <i>(Evaluated every year)</i>	Two	February 15	February 25
Non-Tenured Teacher, Yr. IV Full or Part-Time <i>(Evaluated every year)</i>	Two	February 15	February 25
Non-Tenured Teacher, Mid-Year Hire <i>(Evaluated every year)</i>	Two	April 15	April 25
Non-Tenured Teacher, Part-Time, Yr. V & After <i>(Evaluated every year)</i>	One	May 15	May 25

Highland Park, Illinois

**School Year 2004-2005**☐ Tenured

(To be completed by the teacher)

(Please note that this evaluation covers the period since the last evaluation. Activities listed should therefore include those completed since the last evaluation.)

[illegible]

II Professional Goals

The teacher must develop at least one goal specifically related to the performance framework, and at least one goal related to the district designed target area. In 2004-05 the targeted area is the district's strategic plan. The teacher and administrator may develop additional goals

III Date of Observations and Conferences:

At the pre-conference, the framework must be used as a self-reflection tool which will facilitate the development of the teacher's goals. The framework must also be used in the post-conference to discuss the teacher's progress. The teacher and administrator must sign the form at both the pre-conference and final conference to verify that this process was completed, and attach it to this document.

Observation	Conference

IV Knowledge and Competencies

A. INSTRUCTIONAL EFFECTIVENESS

- Classroom practices show a mastery of content and skills relevant to the teacher's professional responsibilities.
- Provides structure that encourages effective self-disciplined students in all situations.
- Incorporates the child's learning style, interest and motivational factors in a developmentally appropriate manner.
- Ensures that all students have the opportunities to ask questions, contribute, and otherwise participate in class activities.
- Differentiates and modifies content, curriculum, activities and expectations to meet the needs of individual children.
- Builds and connects concepts and prior knowledge to new learning experiences.
- Monitors learning through a variety of assessment methods and adjusts instructional decisions accordingly
- Uses available student data in ascertaining needs, planning work, and guiding the learning process.
- Demonstrates evidence of daily and long-range planning.
- Collaborates with appropriate resource people.
- Integrates multiple disciplines
- Utilizes a variety of learning strategies
- Engages in reflective thinking about effective teaching practices.

NARRATIVE

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B. ORGANIZATION/CLASSROOM MANAGEMENT

- *Creates a learning environment and structure, which nurture self-esteem, self-confidence and self-discipline.*
- *Implements behavior management strategies that are fair and consistent.*
- *Establishes physical conditions that promote a positive learning climate.*
- *Provides pupil integration of classroom routines and practices.*
- *Provides evidence of planning that establishes long-range objectives; i.e. daily activities scheduling, materials and resources.*
- *Acknowledges student learning accomplishments, on-task behaviors and appropriate conduct.*

NARRATIVE

C. PROFESSIONALISM

- *Performs duties in accordance with Board of Education, administration and school policies*
- *Is punctual and regular in attendance, duties and responsibilities.*
- *Accepts recommendations for change and implements new programs and policies in a positive, professional manner.*
- *Works cooperatively with colleagues and is willing to accept decisions of the group*
- *Actively pursues professional growth*
- *Performs necessary clerical responsibilities*
- *Solves professional-related problems appropriately.*
- *Engages in reflective thinking on personal qualities and experiences related to effective teaching*
- *Takes part in professionally related activities*
- *Demonstrates an understanding of the culture of the school and community.*

NARRATIVE

D. PERSONAL QUALITIES

- *Communicates effectively with students, parents, colleagues and community.*
- *Establishes good rapport with students, colleagues, parents and community.*
- *Interacts with students, colleagues, parents and community in a mutually respectful manner.*
- *Expresses interest and enthusiasm for teaching and learning.*
- *Demonstrates empathy, fairness and consistency.*
- *Serves as a positive role model for students and colleagues.*
- *Show a sense of humor as appropriate.*
- *Demonstrates flexibility and cooperation.*
- *Demonstrates appropriate voice, diction and language usage.*
- *Demonstrates appropriate listening skills.*
- *Maintains a positive and pleasant attitude.*
- *Maintains a professional demeanor.*
- *Develops supportive and collegial relationships.*

NARRATIVE

V. Summary Statements

A. ADMINISTRATOR:

B. TEACHER:

VI. Performance Rating

According to Illinois State Law 105ILCS 5/24a-5(C), each teacher's performance must be rated on the following scale:

<input type="checkbox"/>	Excellent	<i>Documented formal and informal observations of the teacher's total performance reveal clearly identified strengths and performance of distinguished quality. Expectations are consistently exceeded in all four areas measured by the evaluation instrument.</i>
<input type="checkbox"/>	Very Good	<i>Documented formal and informal observations of the teacher's total performance reveal strengths and performance of consistently commendable quality. Expectations are met in all of the areas measured by the evaluation instrument.</i>
<input type="checkbox"/>	Satisfactory	<i>Documented formal and informal observations of the teacher's total performance reveal acceptable level of performance. The four areas measured by the evaluation instrument are executed with adequately quality. Expectations are met in all four areas of the teacher job description.</i>
<input type="checkbox"/>	Needs Improvement	<i>Documented formal and informal observations of the teacher's total performance reveal deficiencies in one or more areas of the evaluation instrument. Areas measured by the evaluation need improvement. Identified deficiencies will be addressed in the teacher's performance goals. For tenured teachers this rating will necessitate a formal evaluation in the following school year.</i>
<input type="checkbox"/>	Unsatisfactory	<i>Documented formal and informal observations of the teacher's total performance reveal significant deficiencies in one or more areas of the evaluation instrument. These deficiencies are of such a degree as to require the direct intervention of an administrator and, for tenured teachers, the formally identified remedial plan as per 105ILCS 5/24A-5 of the Illinois School Code.</i>

VII Signatures

This report reflects professional observations and conferences, and has been discussed with the teacher. Teacher signature does not necessarily indicate agreement with the report.

Teacher Signature

Administrator Signature

Date Signed

Date Signed

ARTICLE 7

TEACHER EVALUATION

7.1 Teacher Evaluation

The Board and the Association recognize the desirability of an on-going program which will help teachers improve their educational contributions to the District. Such a program should continually focus on improving the quality of instruction.

7.2 Observations - Evaluative

The teacher shall have full knowledge of all formal observations made for the purpose of evaluation in accordance with Article 7. Teachers shall be informed of concerns about their performance in a timely manner.

7.3 Professional Growth and Evaluation Committee

The Professional Growth and Evaluation Committee will consist of eleven teachers, five principals (or associate principals), three central office administrators and, ex officio, the Superintendent and NSEA president.

This committee shall meet at least annually, or as required, to monitor and, if necessary, recommend changes in the procedural aspects of the instrument or the procedures. Any changes shall be ratified by the Association and the Board and shall become part of this Contract.

7.4 Notification of Procedures

Within the first fourteen days of each school year, all teachers shall be advised of the Professional Growth and Evaluation procedures for that year. Information will include:

- review of the documents being used;
- those teachers scheduled for professional growth or evaluation activities;
- the frequency of formal observations;
- teacher/principal conference procedures;
- teacher rights of response to the formal observation report; and,
- the elements of the summary report.

Teachers shall be notified at least three (3) working days prior to their initial classroom formal observations.

7.5 Alternate Evaluator

Following any evaluation/formal observation or response thereto, the teacher or evaluator may submit a written request to the superintendent for an alternate evaluator.

7.6 Evaluation Plan Copies

Sufficient copies of the District evaluation plan shall be made available to all staff by means of a bound document similar in appearance to the collective bargaining agreement.